

WINDSOR ELEMENTARY

9800 Dunbarton Drive
Columbia, SC 29223

GRADES PK-5 Elementary School

ENROLLMENT 801 Students

PRINCIPAL Jane Fancher 803-736-8723

SUPERINTENDENT Stephen W. Hefner, Ed.D. 803-738-3236

BOARD CHAIR William McCracken 803-469-8536

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
23	44	2	0	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Excellent	Unsatisfactory	N/A
2002	Excellent	Good	N/A
2003	Good	Unsatisfactory	Yes
2004	Good	Unsatisfactory	Yes

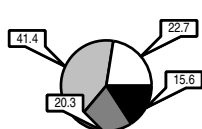
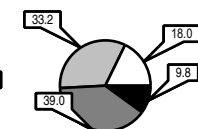
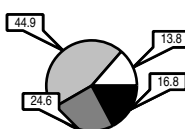
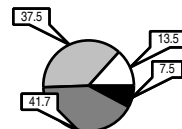
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

56.9%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Mathematics****English/Language Arts****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Definition of Critical Terms****Advanced**

Very high score; very well prepared to work at next grade level; exceeded expectations

Proficient

Well prepared to work at next grade level; met expectations

Basic

Met standards; minimally prepared, can go to next grade level

Below Basic

Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	417	99.3	16.9	33.7	39.5	9.9	61.6	Yes	Yes
Gender									
Male	217	99.5	19.9	36.6	32.5	11.0	58.1		
Female	200	99.0	13.5	30.4	47.4	8.8	65.5		
Racial/Ethnic Group									
White	134	100.0	6.3	25.4	51.6	16.7	80.2	Yes	Yes
African-American	224	99.1	23.2	39.2	32.0	5.7	50.0	Yes	Yes
Asian/Pacific Islanders	34	97.1	8.3	20.8	54.2	16.7	83.3	I/S	I/S
Hispanic	24	100.0	33.3	50.0	16.7	0.0	27.8	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	388	99.2	13.8	35.0	40.6	10.6	63.8		
Disabled	29	100.0	63.6	13.6	22.7	0.0	27.3	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	417	99.3	16.9	33.7	39.5	9.9	61.6		
English Proficiency									
Limited English Proficient	32	96.9	43.8	18.8	37.5	0.0	37.5	I/S	I/S
Non-Limited English Proficient	385	99.5	15.6	34.4	39.6	10.4	62.7		
Socio-Economic Status									
Subsidized meals	172	100.0	30.2	41.6	26.8	1.3	38.9	Yes	Yes
Full-pay meals	245	98.8	7.5	28.2	48.4	16.0	77.5		

Mathematics - State Performance Objective = 15.5%									
All Students	418	99.8	22.5	41.6	20.3	15.6	49.3	Yes	Yes
Gender									
Male	218	99.5	21.4	44.3	19.8	14.6	49.0		
Female	200	100.0	23.7	38.7	20.8	16.8	49.7		
Racial/Ethnic Group									
White	135	99.3	7.9	34.9	34.9	22.2	74.6	Yes	Yes
African-American	224	100.0	32.7	45.9	11.2	10.2	32.1	Yes	Yes
Asian/Pacific Islander	34	100.0	12.0	36.0	16.0	36.0	68.0	I/S	I/S
Hispanic	24	100.0	27.8	50.0	22.2	0.0	33.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	388	100.0	20.1	42.0	21.6	16.3	51.0		
Disabled	30	96.7	59.1	36.4	0.0	4.5	22.7	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	418	99.8	22.5	41.6	20.3	15.6	49.3		
English Proficiency									
Limited English Proficient	32	100.0	35.3	41.2	5.9	17.6	41.2	I/S	I/S
Non-Limited English Proficient	386	99.7	21.8	41.7	21.0	15.5	49.7		
Socio-Economic Status									
Subsidized meals	172	100.0	36.9	45.0	13.4	4.7	29.5	Yes	Yes
Full-pay meals	246	99.6	12.5	39.4	25.0	23.1	63.0		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	132	100.0	14.4	25.4	44.1	16.1	60.2
	Grade 4	145	100.0	23.7	32.6	43.0	0.7	43.7
	Grade 5	152	99.3	19.1	47.1	30.9	2.9	33.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	137	100.0	14.3	24.1	40.6	21.1	61.7
	Grade 4	141	98.6	19.9	37.5	39.0	3.7	42.6
	Grade 5	140	100.0	20.6	41.9	34.6	2.9	37.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	132	100.0	13.6	41.5	17.8	27.1	44.9
	Grade 4	145	100.0	20.7	47.4	17.0	14.8	31.9
	Grade 5	152	100.0	25.5	39.4	21.2	13.9	35.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	137	100.0	19.5	45.1	20.3	15.0	35.3
	Grade 4	141	99.3	29.7	37.0	20.3	13.0	33.3
	Grade 5	140	100.0	25.0	40.4	16.9	17.6	34.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 801)				
First graders who attended full-day kindergarten	84.5%	N/C	100.0%	100.0%
Retention rate	1.3%	Up from 0.7%	2.5%	2.7%
Attendance rate	96.4%	Up from 96.2%	96.5%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.5%		3.4%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%		3.1%	3.5%
Eligible for gifted and talented	24.3%	Down from 30.4%	21.6%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	4.2%	Up from 3.9%	7.8%	8.2%
Older than usual for grade	0.5%	No change	0.6%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 59)				
Teachers with advanced degrees	59.3%	Up from 55.2%	55.0%	51.4%
Continuing contract teachers	86.4%	Up from 79.3%	90.2%	87.5%
Highly qualified teachers**	90.7%	N/A	95.3%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	89.0%	Up from 87.9%	88.6%	86.7%
Teacher attendance rate	94.0%	Down from 97.9%	95.2%	94.9%
Average teacher salary	\$41,275	Up 2.5%	\$42,119	\$40,760
Prof. development days/teacher	11.9 days	Down from 12.0 days	11.1 days	12.4 days

School				
Principal's years at school	3.0	Up from 2.0	5.0	4.0
Student-teacher ratio in core subjects	18.5 to 1	Down from 20.4 to 1	20.1 to 1	18.9 to 1
Prime instructional time	89.3%	Down from 93.5%	90.7%	90.0%
Dollars spent per pupil*	\$5,455	Down 2.0%	\$5,821	\$6,044
Percent of expenditures for teacher salaries*	73.2%	Up from 72.4%	67.1%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	93.4%	92.0%
Highly qualified teachers in high poverty schools**	95.7%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Windsor Elementary School, a nationally recognized Blue Ribbon School of Excellence and School of Promise, has experienced another successful year. Our success is a result of a commitment to student achievement by all stakeholders. Working together, the Windsor faculty and staff, parents, community, and students continue to provide a safe, supportive, and positive environment that empowers all students to learn through developmentally appropriate, active learning experiences. Being named a 2004 Red Carpet School further demonstrates evidence of our commitment to all children and their families.

Excellence begins in the classroom, and our teachers are prepared and focused. Eight of our teachers are National Board Certified and seven are currently awaiting their results. Our students continue to excel in Math Fax earning recognition at Division and State levels; five fifth graders were chosen by Scholastic News Magazine as the only South Carolina reporters for Scholastic Kids Press Corps; and thirty-one students received the Presidential Award for Academic Excellence. With students and staff working together, Windsor was again recognized as the number one Elementary Recycling School in Columbia.

Our grade level curriculum specialists, as well as our continuing professional development partnership with Columbia College, encourage the infusion of best practices in the mastery of curriculum standards, continuous self-evaluation, and opportunities for professional growth. With two computer labs and a high-tech science lab, we continue to focus on completely integrating technology as a tool for increasing student successes in reading, math, science, and social studies. In addition, an ITech "classroom of the future" focusing on technology integration was instituted in fourth grade.

While our nation struggled with world events and economic difficulties, Windsor continued to flourish despite growth and budget cuts. With the knowledge that our parents want the best for their children, we assure an education that is truly a partnership between school, community, and home. A lending library for parents offers a variety of educational/parenting resources as we strive to continually strengthen this partnership while providing academic excellence through quality teaching and learning in every classroom.

Jane Fancher, Principal
Wendell Price, SIC Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	53	128	86
Percent satisfied with learning environment	92.5%	92.2%	90.2%
Percent satisfied with social and physical environment	96.2%	94.5%	84.5%
Percent satisfied with home-school relations	98.1%	96.1%	76.3%

*Only students at the highest elementary school grade level at this school and their parents were included.